



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2016

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

QUESTION 2: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT

SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material that is required to answer these questions may be found in the ADDENDUM.

QUESTION 1: HOW DID THE SOUTH AFRICAN STUDENT ORGANISATION (SASO) INFLUENCE BLACK SOUTH AFRICAN STUDENTS TO CHALLENGE THE APARTHEID REGIME IN THE 1970s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

- 1.1 Refer to Source 1A.
- 1.1.1 Why, according to the source, was SASO formed? Give TWO reasons. (2 x 1) (2)
- 1.1.2 Explain the impact of the philosophy of Black Consciousness on black South African students. (1 x 2) (2)
- 1.1.3 Define the term *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.4 How, according to the source, did Barney Pityana view NUSAS? (1 x 2) (2)
- 1.2 Read Source 1B.
- 1.2.1 What role did Onkgopotse Tiro play in mobilising black South African students? (1 x 2) (2)
- 1.2.2 Explain why, in your opinion, SASO decided to challenge the 'entire system of segregated education' in the early 1970s. (1 x 2) (2)
- 1.2.3 Comment on how black South Africa students responded after Tiro was expelled from Turfloop campus of the University of the North. (1 x 2) (2)
- 1.2.4 Explain in what ways the SASO publication, *Newsletter*, influenced black South African students. (2 x 2) (4)
- 1.3 Study Source 1C.
- 1.3.1 Quote TWO slogans that are shown in the photograph. (2 x 1) (2)
- 1.3.2 Comment on why you think some of the learners in the photograph gave a clenched fist salute. (2 x 2) (4)
- 1.3.3 Explain to what extent you would consider the information in this source useful when studying the role that SASO played in the Soweto uprisings. (2 x 2) (4)

- 1.4 Refer to Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the role that SASO played in conscientising black South African students in the 1970s. (2 x 2) (4)
- 1.5 Use Source 1D.
- 1.5.1 How, according to the source, did the attainment of independence in Angola and Mozambique impact on the Black Consciousness Movement? (1 x 2) (2)
- 1.5.2 Who, according to the source, was the president of SASO? (1 x 1) (1)
- 1.5.3 Why, do you think, did Jimmy Kruger decide to ban the FRELIMO rallies that were scheduled to take place in Durban and Turfloop? (2 x 2) (4)
- 1.5.4 Name any THREE leaders of SASO/BPC in the source who organised the FRELIMO rallies. (3 x 1) (3)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how SASO influenced black South African students to challenge the apartheid regime in the 1970s. (8)

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QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN EXPOSING THE HUMAN RIGHTS ATROCITIES THAT WERE COMMITTED DURING THE APARTHEID ERA?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Refer to Source 2A.

- 2.1.1 Why, according to the source, was the TRC regarded as a crucial turning point in the history of South Africa? (1 x 2) (2)
- 2.1.2 Explain ONE of the compromises that both sides reached regarding the violation of human rights that were committed during the apartheid era. (1 x 2) (2)
- 2.1.3 Define the following terms in your own words:
- (a) Restorative justice (1 x 2) (2)
- (b) Retributive justice (1 x 2) (2)
- 2.1.4 State any THREE mandates of the Truth and Reconciliation Commission. (3 x 1) (3)
- 2.1.5 Explain, in your own words, why Dullah Omar referred to the word 'truth' in his 1994 statement. (1 x 2) (2)

2.2 Consult Source 2B.

- 2.2.1 How, according to the source, did the Bongoletu Three die? (1 x 2) (2)
- 2.2.2 Explain how the testimonies of the eyewitness and the police differed regarding the death of the Bongoletu Three. (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 According to the cartoon, who regarded the Truth and Reconciliation Commission as a 'witch hunt'? (1 x 1) (1)
- 2.3.2 Name any TWO human rights violations, as portrayed in the source, that the National Party wanted to hide. (2 x 1) (2)
- 2.3.3 Explain why, in your opinion, the National Party wanted to sweep the 'human rights violations' under the carpet. (2 x 2) (4)
- 2.3.4 Comment on the words in the cartoon, 'THE TRICK IS TO SHOUT SO LOUDLY THAT WE START TO LOOK LIKE VICTIMS', in the context of human rights atrocities that were committed during the apartheid era. (2 x 1) (2)

- 2.4 Compare Sources 2A and 2C. Explain how the information in these sources differs regarding the role of the Truth and Reconciliation Commission (TRC) in dealing with human rights violations. (2 x 2) (4)
- 2.5 Study Source 2D.
- 2.5.1 Give TWO reasons, as suggested in the source, why it was necessary to remember the past. (2 x 1) (2)
- 2.5.2 Using the information in the source and your own knowledge, explain how remembering the past may have contributed to nation building. (2 x 2) (4)
- 2.5.3 Explain the usefulness of the information in the source to a historian studying the TRC. (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining whether the Truth and Reconciliation Commission was successful in exposing the human rights atrocities that were committed during the apartheid era. (8) [50]

QUESTION 3: HOW DID THE DOMINANCE OF WORLD CAPITALISM AFFECT THE LIVES OF ORDINARY AFRICANS DURING THE 1980s?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Refer to Source 3A.

3.1.1 Why, according to the source, was the 1980s referred to as 'the lost decade'? (1 x 2) (2)

3.1.2 Identify THREE reasons in the source why African governments could not maintain proper public services. (3 x 1) (3)

3.1.3 Explain the impact that underperforming African economies had on civil servants. (2 x 2) (4)

3.1.4 Name the first African country that obtained a structural adjustment loan from the World Bank. (1 x 1) (1)

3.2 Study Source 3B.

3.2.1 Define the term *structural adjustment programmes* in the context of world capitalism. (1 x 2) (2)

3.2.2 Explain how the implementation of the structural adjustment programmes led to the impoverishment of the working class in developing countries. (2 x 2) (4)

3.2.3 Comment on the usefulness of the information in this source to a historian studying the effects that the structural adjustment programmes had on ordinary African citizens. (2 x 2) (4)

3.3 Comment on how the information in Sources 3A and 3B support each other regarding the implementation of the structural adjustment programmes in Africa. (2 x 2) (4)

3.4 Consult Source 3C.

3.4.1 Using the information in the cartoon and your own knowledge, explain what do you understand by the caption, 'THE IMF SLIMMING PLAN: – SEE THE WEIGHT DROP OFF ..!'. (1 x 2) (2)

3.4.2 What messages are conveyed in FRAME 1 of the source? Use the visual clues in the source to support your answer. (2 x 2) (4)

3.4.3 Explain the impact of the IMF slimming plan on the economic needs of ordinary people living in developing countries, as shown in FRAME 2. (2 x 2) (4)

3.4.4 How, according to FRAME 3, did the IMF slimming plan affect ordinary Africans living in developing countries? (1 x 2) (2)

- 3.5 Read Source 3D.
- 3.5.1 Comment on UNICEF's views regarding the structural adjustment programmes on Africa. (2 x 2) (4)
- 3.5.2 State TWO negative effects that the implementation of structural adjustment programmes had on the people of Africa. (2 x 1) (2)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the dominance of world capitalism affected the lives of ordinary Africans during the 1980s. (8)
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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

In the 1980s PW Botha's government imposed hard-line reform measures that were met with mass-based internal resistance by progressive non-racial organisations.

Is this an accurate assessment of how events unfolded in the 1980s? Support your line of argument by using relevant historical evidence.

[50]**QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST**

The transition to democracy in South Africa was never likely to be an easy one. The hope and optimism that greeted Nelson Mandela on his release from prison in 1990 soon ended, as the realities of negotiating a new future for South Africa began in earnest.

Critically discuss this statement in the context of the process of negotiations that occurred in South Africa between 1990 and 1994.

[50]**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989**

Explain to what extent the collapse of the Soviet Union in 1989 contributed to major political changes in South Africa.

Support your line of argument with relevant evidence.

[50]**TOTAL: 150**